

Idaho Direct Mathematics Assessment Scoring Standard

④ **Advanced: Exceeds Standards**

A score of 4 indicates that the student is exhibiting above grade-level processes for determining solutions and demonstrates higher-order thinking skills. The student demonstrates advanced understanding of the problem/situation presented. The student recognizes the situation and is able to determine which processes will best solve it. A score of 4 indicates that the student completes the processes appropriately, determines the solutions accurately, and communicates effectively. Solutions are reasonable and well-defended.

③ **Proficient: Meets Standards**

A score of 3 indicates that the student is performing at grade level in mathematics. Student responses exhibit evidence of adequate or thorough understanding of the problem/situation presented. The student adequately communicates correct problem-solving strategies, although there may be some computational or surface errors which do not interfere with correct processes. Proficient thinking skills and process is apparent. Structure of responses is well-defined and adaptable. A 3 paper exhibits proficient mathematical achievement at grade level.

② **Basic: Below Standards**

A score of 2 indicates that the student is progressing toward grade level in mathematics. The student struggles to communicate effectively. However, responses do exhibit limited evidence of understanding. Although basic thinking skills and purposes are apparent, computational skills, problem-solving strategies, and process development are limited. Frequent surface errors and lack of structure detract from mathematical achievement at grade level.

① **Below Basic: Significantly below standards**

A score of 1 indicates that the student is demonstrating significantly below grade level performance in mathematics. The student shows significant difficulty with basic mathematics concepts as well as with implementing problem-solving strategies. Although the student may attempt to solve most problems, computational skills, basic thinking skills, structure, and process development are severely lacking. Frequent errors and lack of communication skills are obvious. A score of 1 may indicate that the paper shows insufficient (minimal or non-existent) evidence of limited development toward grade-level proficiency or is blank or illegible.

④ *papers exhibit most of the following:*

- * Advanced application of basic skills
- * Advanced understanding of situations
- * Advanced mathematical vocabulary, use of symbols and communication skills
- * Higher-order thinking skills (analysis, synthesis, and evaluation)
- * Appropriate processes accurately completed
- * Effective problem-solving strategies
- * Minimal or non-existent errors
- * Innovation and creativity

③ *papers exhibit most of the following:*

- * Proficient application of basic skills
- * Understanding of situations
- * Effective mathematical vocabulary, use of symbols and communication skills
- * Adaptable processes
- * Effective problem-solving strategies
- * Occasional computational or surface errors
- * Adequate solutions and processes
- * Well-defined structure

② *papers exhibit most of the following:*

- * Development toward proficiency of basic skills
- * Limited understanding of situations
- * Limited mathematical vocabulary, use of symbols and communication skills
- * Demonstrates basic use of thinking skills
- * Limited use of problem-solving strategies
- * Frequent computational or surface errors
- * Limited process development
- * Limited structure

① *papers exhibit most of the following:*

- * Minimal development of basic skills
- * Minimal evidence of understanding of situations
- * Inadequate mathematical vocabulary, use of symbols and communication skills
- * Minimal use of basic thinking skills
- * Lack of process development
- * Minimal problem-solving strategies
- * Numerous computational errors
- * Inappropriate processes
- * Significant lack of structure